

# How a unit works

Each unit contains six lessons to guide students through the process of building an effective and engaging presentation. Each lesson, with the exception of the first lesson, builds on the previous one in order to provide students with the necessary skills to create and deliver their own presentations.

## Topic focus

This lesson helps students to think about the topic and what they already know about it. The activities introduce useful topic-based vocabulary and encourage students to interact with each other through surveys, questionnaires, quizzes, and interviews. When students finish this lesson, they will have generated ideas that they can use later in the unit when they begin to plan their own presentations.

## Language focus

This lesson encourages students to notice useful target expressions and sentence patterns they can use to talk about the unit topic. Students also listen to different speakers use the target language in the context of giving a presentation, and perform task-based listening activities. Students consolidate the target language through a semicontrolled speaking activity at the end of the lesson.

## Organization focus

This lesson teaches students how to select ideas from a brainstorming map and organize them into a presentation outline that includes an introduction, a body, and a conclusion. Students are asked to notice which ideas from a brainstorming map have been included as main topics in an outline and to complete the outline with additional notes. Finally, students

have an opportunity to listen to the complete presentation as they check the completed outline.

## Presentation focus

In this lesson students focus on a model presentation written from the outline in the **Organization focus**. Students focus on the introduction, body, and conclusion of the presentation to see what information is included in each section. While looking at a cloze version of the model presentation, students predict the items to complete each section. They then listen to the complete presentation and check their answers.

## Presentation skills focus

At this stage of the unit, students are ready to focus on a specific linguistic or physical skill related to the actual delivery of their presentation. In each unit the presentation skill is first presented visually. The order of the following activities varies depending on the presentation skill, but in every unit students read a section of a presentation to observe the presentation skill in action. They also have an opportunity to practice the presentation skill with a partner, or in a group, in a controlled speaking activity.

## Present yourself!

In the last lesson of the unit, students plan, organize, and give their own presentations based on the unit topic. First, students brainstorm ideas for their topic and create an outline for their presentation. Then they practice on their own before giving their presentations to the whole class or in a group. A self-evaluation form for each unit is included at the back of the book for students to evaluate their own presentations once they're finished.

# Plan of the book

<b>Getting ready</b> pages 2–7	<b>Preparing to present</b> Doing a survey to get to know classmates Learning about the steps for a presentation	<b>Giving a self-introduction</b> Completing a brainstorming map Learning about the organization of a presentation Listening to a self-introduction	
<b>Unit</b>	<b>Topic focus</b>	<b>Language focus</b>	<b>Organization focus</b>
<b>1</b> <b>A new club member</b> pages 8–19	Talking about people’s personal profiles Completing a personal profile questionnaire about yourself and a classmate	Words to describe people Talking about interests	All units include focusing on brainstorming ideas and creating an outline for a presentation.
<b>2</b> <b>A favorite place</b> pages 20–31	Words to describe places Interviewing classmates about favorite places	Describing places Talking about activities	
<b>3</b> <b>A prized possession</b> pages 32–43	Discussing what makes some possessions important Doing a survey about classmates’ possessions	Words to describe possessions Describing possessions Explaining the history of a possession	
<b>4</b> <b>A memorable experience</b> pages 44–55	Words to describe experiences and feelings Interviewing classmates about memorable experiences	Setting the scene Using time expressions to tell a story	
<b>5</b> <b>Show me how.</b> pages 56–67	Discussing skills and talents Doing a survey about classmates’ skills and talents	Presenting the materials you need Giving instructions	
<b>6</b> <b>Movie magic</b> pages 68–79	Taking a movie quiz Discussing movie highlights	Talking about movies Words to describe movie features	

<b>Presentation tips</b>		<b>My self-introduction</b>
An introduction to what good presenters do		Preparing and giving a self-introduction
<b>Presentation focus</b>	<b>Presentation skills focus</b>	<b>Present yourself!</b>
All units include focusing on the introduction, body, and conclusion of a presentation, and listening to a model presentation.	Stage presence techniques Tip: Speaking from notes	Interviewing a classmate Creating an outline Giving a classmate introduction
	Gestures for describing size and shape Tip: Exaggerating gestures	Brainstorming ideas Creating an outline Giving a presentation about a favorite place
	Show-and-tell expressions Tip: Steps for presenting an object to an audience	Brainstorming ideas Creating an outline Giving a presentation about a prized possession
	Using stress and emphasis with <i>really</i> , <i>so</i> , and <i>very</i> Tip: Saying intensifiers slowly	Brainstorming ideas Creating an outline Giving a presentation about a memorable experience
	Emphasizing key points Tip: Steps for giving instructions effectively	Brainstorming ideas Creating an outline Demonstrating a skill or talent
	Using stress and emphasis with <i>absolutely</i> , <i>extremely</i> , <i>incredibly</i> , and <i>surprisingly</i> Tip: Saying intensifiers loudly	Brainstorming ideas Creating an outline Reviewing a movie

# 6 *Movie magic*

## Topic focus

### 1 Movie quiz

**A** Circle your answers to the movie quiz. Then compare answers with a partner. (You can check your answers at the bottom of the quiz.)

#### Movie Quiz

- 1** Who said, "Life is like a box of chocolates. You never know what you're going to get."?  
a. Batman                                      b. Forrest Gump                                      c. Willy Wonka
- 2** Where are the most movies made every year?  
a. Hollywood                                      b. Shanghai                                      c. Mumbai
- 3** The first movie was shown in a theater about 110 years ago. Where?  
a. Paris                                      b. Hollywood                                      c. New York City
- 4** Which of these famous musicals is based on the play *Romeo and Juliet* by William Shakespeare?  
a. *The Sound of Music*                                      b. *Chicago*                                      c. *West Side Story*
- 5** What is the setting for the *Batman* movies?  
a. Gotham City                                      b. Los Angeles                                      c. London
- 6** Who was the director of *Titanic*, starring Leonardo DiCaprio?  
a. Steven Spielberg                                      b. James Cameron                                      c. Quentin Tarantino
- 7** Which martial arts expert starred in the *Rush Hour* action comedies?  
a. Jackie Chan                                      b. Jet Li                                      c. Steven Seagal

Quiz answers: 1. b; 2. c; 3. a; 4. c; 5. a; 6. b; 7. a

**B** Write two more movie quiz questions with answer choices on a separate piece of paper. Then ask your partner the questions.

*"Who played Spider-Man? Was it Brad Pitt, Tobey Maguire, or George Clooney?"*  
*"I think it was Tobey Maguire."*

## 2 Movie highlights

**A** Complete the chart with information about movies you know.

A movie that has . . .	Title	Lead actor	Setting (where, when)
an exciting battle scene	<i>Gladiator</i>	<i>Russell Crowe</i>	<i>Rome, about 2,000 years ago</i>
an amazing car chase			
a sad ending			
great special effects			
beautiful costumes			
a confusing story			

**B** Work with a partner. Take turns asking each other about the movies in Exercise A. Take notes on a separate piece of paper.

**A** What's a movie that has *an exciting battle scene*?

**B** *Gladiator*.

**A** Who's the lead actor?

**B** It stars *Russell Crowe*.

**A** What's the setting?

**B** It's set in *Rome, about two thousand years ago*.

**C** Tell the class about one of your partner's movies.

**"Gladiator has an exciting battle scene. It stars . . ."**

## 3 My favorite movies

**A** Complete the chart with information about two of your favorite movies.


Movie title	Lead actor	Setting
<i>Night at the Museum</i>	<i>Ben Stiller</i>	<i>New York City, today</i>
1.		
2.		




**B** Tell your partner about your favorite movies.

**"One of my favorite movies is Night at the Museum. It stars Ben Stiller, and it's set in . . ."**

# Language focus

## 1 What's it about?

**A**  37 What do you know about these movies? Check (✓) the information below. Then listen and check your guesses.

			
<b>Type of movie</b>	<input type="checkbox"/> comedy <input type="checkbox"/> musical	<input type="checkbox"/> horror <input type="checkbox"/> documentary	<input type="checkbox"/> romance <input type="checkbox"/> action
<b>Story</b>	<p><b>A couple falls in love, but they're from different</b></p> <input type="checkbox"/> backgrounds. <input type="checkbox"/> cities.	<p><b>A scientist creates</b></p> <input type="checkbox"/> a new medicine. <input type="checkbox"/> a scary monster.	<p><b>A son helps his father find</b></p> <input type="checkbox"/> a criminal. <input type="checkbox"/> a wife.

**B** Think of a movie. Write the type of movie, the setting, and one sentence about the story on a separate piece of paper.

**C** Work in groups. Take turns talking about your movies. Don't say the titles. Can your partners guess?

**A** It's a *romance*. The story takes place in *Italy in the 1950s*. It's about *a princess who falls in love with a reporter*.

**B** Is it *Roman Holiday*?

**A** Yes! You're right.

or

Sorry! Guess again.

romance

Italy - 1950s

A princess falls in love with a reporter.



### Talking about movies

Type of movie

<b>It's a</b>	romance. thriller. drama. documentary.	<b>It's a(n)</b>	action sci-fi horror	<b>movie.</b>
---------------	---	------------------	----------------------------	---------------

Setting

**The story takes place** in Italy in the 1950s.  
**It's set** in New York City today.

Story


**It's about** a princess **who** falls in love.  
 Audrey Hepburn **plays** a princess **who** falls in love.

## 2 Movie reviews


**A** Read the list of words to describe movie features. Then add three more words.

### Words to describe movie features

awful	moving	ridiculous	terrible	_____
✓ fantastic	powerful	shocking	terrifying	_____
hilarious	realistic	spectacular	thought-provoking	_____

**B**  38 Listen to the movie reviews. Did the reviewers like (☺) or dislike (☹) the features? Circle the correct answers.

<b>Reviewer 1</b>	acting ☺ ☹ _____ fantastic _____	story ☺ ☹ _____	soundtrack ☺ ☹ _____
<b>Reviewer 2</b>	cinematography ☺ ☹ _____	special effects ☺ ☹ _____	acting ☺ ☹ _____
<b>Reviewer 3</b>	story ☺ ☹ _____	cinematography ☺ ☹ _____	dialog ☺ ☹ _____

**C**  38 Listen again. Write the word from the box in Exercise A that the reviewers use to describe each feature.

## 3 My movie review

Complete the chart with information about a movie you know. Then tell a partner about the movie.

Title	Features I liked	Features I didn't like
Batman Begins	acting - fantastic special effects - spectacular	soundtrack - terrible

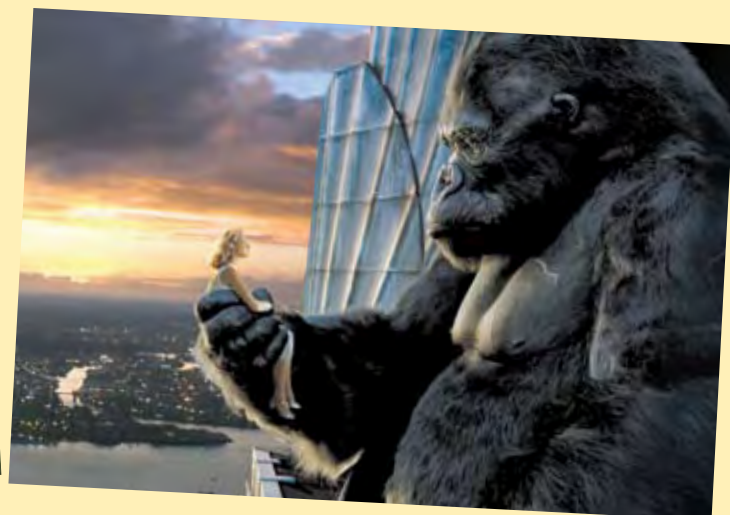
*"I saw Batman Begins. The acting was fantastic, and the special effects were spectacular. But the soundtrack was terrible."*



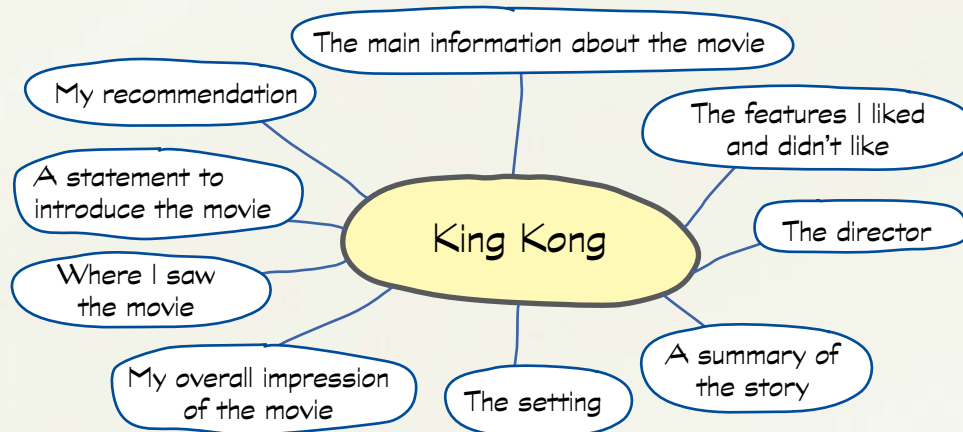
# Organization focus

## 1 Jason's movie review

**A** Look at the movie scenes. Do you know the movie? What do you think Jason will say about the movie?



**B** Read Jason's brainstorming notes for his movie review. Check (✓) the seven topics he included in his outline on page 73.




**C** Read Jason's additional notes for his movie review. Then use his notes to complete the outline on page 73.

- Naomi Watts and Jack Black
- action movie
- See it on a big screen.
- special effects were spectacular
- New York City
- incredibly powerful
- Denham captures King Kong, brings him to New York
- 1930s



**2****Jason's outline**

 39 Listen to Jason's movie review. Check the notes you added from Exercise 1C on page 72.

# King Kong

**I. Introduction**

- A. A statement to introduce the movie: All movie audiences love a big, strong hero.
- B. The main information about the movie
  - 1. title: King Kong
  - 2. type of movie: \_\_\_\_\_
  - 3. lead actors: \_\_\_\_\_

**II. Body**

- A. The setting
  - 1. place: \_\_\_\_\_
  - 2. time: \_\_\_\_\_
- B. A summary of the story
  - 1. filmmaker Carl Denham goes to Skull Island to make a movie
  - 2. King Kong falls in love with lead actor, saves her from people and dinosaurs
  - 3. \_\_\_\_\_
  - 4. King Kong escapes, causes panic, finds Ann, climbs Empire State Building
- C. The features I liked and didn't like
  - 1. \_\_\_\_\_
  - 2. acting was excellent
  - 3. dialog was boring, movie was too long

**III. Conclusion**


- A. My overall impression of the movie
  - 1. absolutely fantastic
  - 2. \_\_\_\_\_
- B. My recommendation: \_\_\_\_\_

# Presentation focus

## 1 Introduction

**A** Notice the information Jason included in the introduction of his movie review on page 75.


- ▶ A statement to introduce the movie  
*All movie audiences love . . .*
- ▶ The main information about the movie, such as the title, type of movie, lead actors

**B**  40 Guess the missing words in Jason's introduction. Then listen and check your guesses.

## 2 Body

**A** Notice the information Jason included in the body of his movie review on page 75.


- ▶ The setting
- ▶ A summary of the story
- ▶ The features he liked and didn't like

**B**  41 Guess the missing words in the body of Jason's movie review. Then listen and check your guesses.

## 3 Conclusion

**A** Notice the information Jason included in the conclusion of his movie review on page 75.

- ▶ His overall impression of the movie  
*Overall, I thought (movie) was . . .*
- ▶ His recommendation  
*My recommendation is . . .*

**B**  42 Guess the missing words in Jason's conclusion. Then listen and check your guesses.

# King Kong

## Introduction

All movie audiences love a big, \_\_\_\_\_ hero – even if the hero is a giant gorilla! Maybe some of you can guess the title of the movie. It's *King Kong*. \_\_\_\_\_ an action movie, and it stars Naomi Watts and Jack Black.

## Body

The story takes \_\_\_\_\_ in New York City in the 1930s. It's \_\_\_\_\_ a filmmaker named Carl Denham who goes to a place called Skull Island to make a movie. On the island, King Kong, a giant gorilla, falls in love with the lead movie actor, Ann Darrow. King Kong saves Ann from the people on the island and from some very scary dinosaurs. Denham wants to bring King Kong back to the United States and use him to make money, so he and his men capture King Kong and bring him back. But King Kong escapes, runs through New York looking for his sweetheart, Ann, and causes panic. When King Kong finally finds Ann, he climbs to the top of the Empire State Building. As you may know, the movie has an incredibly sad ending.

There were a lot of things I liked about *King Kong*. The special \_\_\_\_\_ were absolutely spectacular. The scenes in New York looked surprisingly realistic, and Skull Island was extremely scary. The \_\_\_\_\_ was excellent, too, especially the scenes with Naomi Watts and King Kong. Unfortunately, the \_\_\_\_\_ was a little boring in some parts, and the movie was too long.


## Conclusion

Overall, I thought *King Kong* was \_\_\_\_\_ fantastic. It was \_\_\_\_\_ powerful. My recommendation is: See it on a big screen – if you don't mind sitting for three hours.

# Presentation skills focus

## 1 Using stress and emphasis with *absolutely*, *extremely*, *incredibly*, and *surprisingly*

When you describe the features of a movie, use intensifiers to make your description more interesting and exciting.

**A**  43 Listen. Notice the intensifiers. Then listen again and repeat the sentences.



The cinematography was *absolutely* fantastic.



The dialog was *extremely* thought-provoking.



The acting was *incredibly* moving.



The special effects were *surprisingly* realistic.

**B**  44 Listen to more people describe movies they have seen. Match the two parts of each sentence.

- |   |                             |
|---|-----------------------------|
| 1. I thought the soundtrack was         | ___ incredibly terrifying.  |
| 2. The story of <i>Frankenstein</i> was | ___ surprisingly awful.     |
| 3. The dialog was                       | ___ absolutely spectacular. |
| 4. The music and dancing were           | ___ extremely moving.       |
| 5. I thought the cinematography was     | ___ 1 absolutely terrible.  |

### **Presentation tip**

To make your description even more interesting, say the intensifiers more loudly than the rest of the sentence.



## 2 Your turn

**A** Think of a movie you know. Write the title below. Then write four sentences to describe its features. Use *absolutely*, *extremely*, *incredibly*, and *surprisingly*.

**Note**

- It is not common to use *absolutely* with the following words: *realistic*, *moving*, *powerful*, *thought-provoking*.
- It is not common to use *extremely* with the following words: *awful*, *fantastic*, *spectacular*, *terrible*.

Movie title: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**B** Work with a partner. Take turns describing your movies from Exercise A.  
***"I saw X-Men. I thought the costumes were incredibly realistic."***

**C** Read the example from a movie review. Underline the intensifiers.

The best movie I've ever seen is *Titanic*. What a great movie! The costumes and the scenery were incredibly beautiful, and the special effects were surprisingly realistic. I felt like I was on the ship myself! I thought the soundtrack was absolutely fantastic, too. My favorite thing about the movie was the story, though. The love story between the two main characters, Jack and Rose, was incredibly romantic. I thought Leonardo DiCaprio's acting was extremely powerful, especially at the end when he saves the life of his true love.

**D** Take turns reading the example in Exercise C aloud. Practice using intensifiers with stress and emphasis.

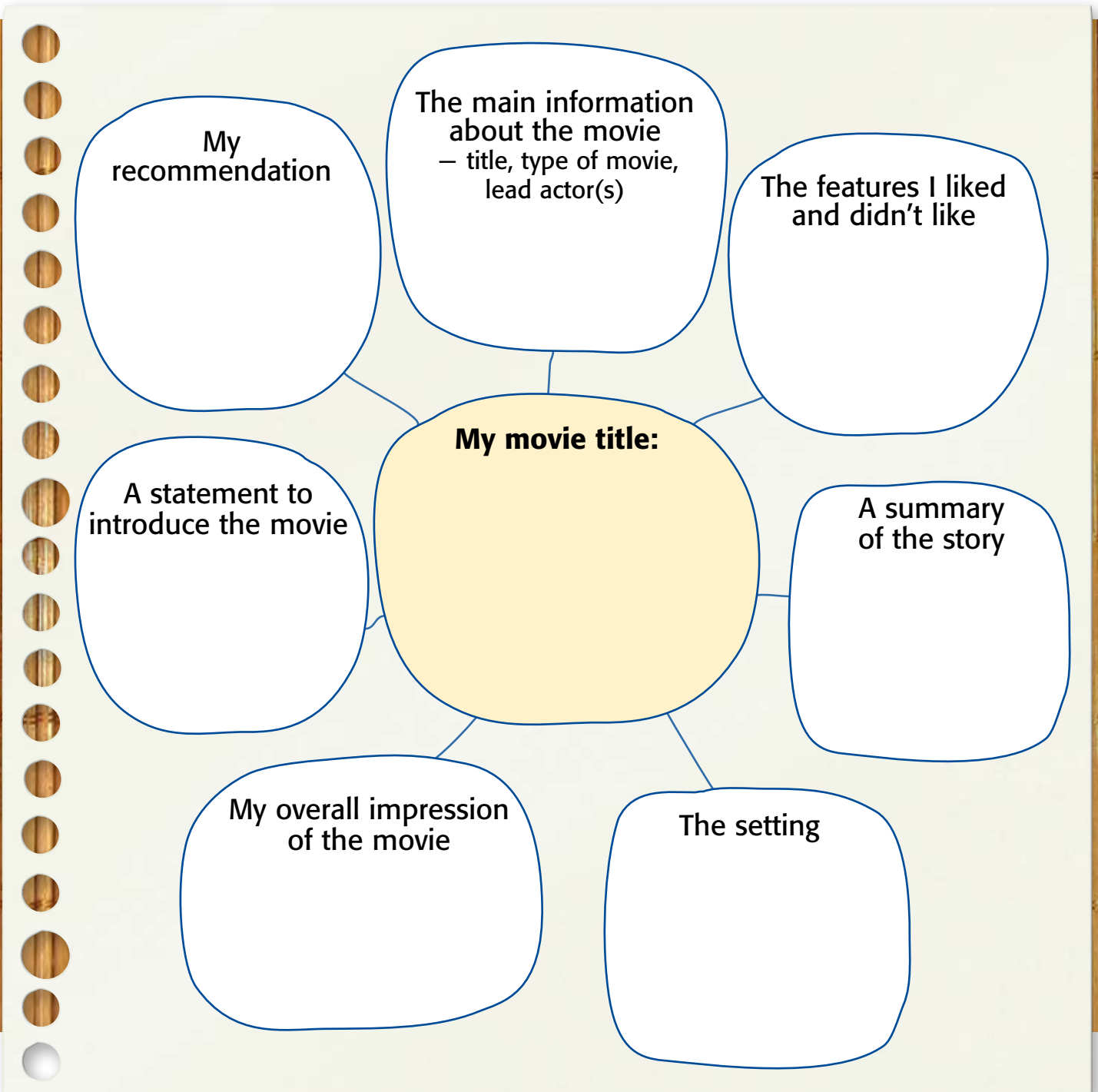
Now **present yourself!**

- Turn to page 78.
- Prepare your presentation.



## 1 Brainstorming

Choose a movie you've seen. Write the title in the center of the brainstorming map. Then add as many details as you can for each brainstorming topic.





## 2 Organizing

Use your brainstorming notes from Exercise 1 to complete the outline. Then make note cards from your outline and practice your presentation.

\_\_\_\_\_ (title)

I. Introduction

A. A statement to introduce the movie

\_\_\_\_\_

B. The main information about the movie – title, type of movie, lead actor(s)

\_\_\_\_\_

II. Body

A. The setting

\_\_\_\_\_

B. A summary of the story

\_\_\_\_\_

\_\_\_\_\_

C. The features I liked and didn't like

\_\_\_\_\_

\_\_\_\_\_

III. Conclusion

A. My overall impression of the movie

\_\_\_\_\_

B. My recommendation

\_\_\_\_\_



## 3 Presenting

Present your movie review to the class. Remember to use the intensifiers *absolutely*, *extremely*, *incredibly*, and *surprisingly*.

Don't forget to complete your self-evaluation on page 85 after your presentation.

